المجلس الوطني للتطوير الاقتصادي و الاجتماعي

National Economic & Social Development Board

Executive Summary

Project of reforming Elementary and Secondary Education in Libya

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Executive Summary:

Project for reform of Basic and secondary education in Libya

➢ Overview:

The human element represents the tool of society for development in its various forms. Societies strive, therefore, to pay it the required attention and provide the means and capabilities that qualify it to lead and participate in development in society. Education is the backbone of this development and its main support. The more the education system responds to the requirements of building the human being, developing his skills, abilities and qualifications, and responding to local and global social and cultural changes and modern scientific and technical development, the more society achieves its aspirations and development goals that enable it to keep pace with these changes, development and competition in today's world.

The importance of education and its role in human development in our present era and the need to ensure its quality have increased as a result of social, economic, environmental and technical changes the world in general is witnessing, and what globalization imposes on human societies in particular.

Recognizing the important role of education in the social and economic development of society and solving its problems, and the need to reform and develop education in Libya to keep pace with the rapid transformations and changes in various fields of knowledge and aspects of life, the world is witnessing in the twenty-first century, and to participate in the knowledge industry that has become the backbone of global economy, and as a contribution from The National Bard for Economic and Social Development in addressing the deficiencies in the education
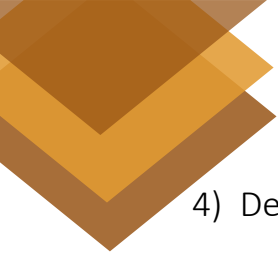
system in Libya, as shown by global competitiveness reports, some international reports and local studies and research, such as the study of the Libyan Society for Research and Development "Assessing the current situation of basic and secondary education in Libya," The Council adopted, in cooperation with the Ministry of Education and the Libyan Association for Research and Development, a project to reform basic and secondary education In Libya, as a first stage for reforming Education at all levels,.

Based on the meetings that took place between the Council, the Ministry of Education and the Libyan Society for Research and Development, a working group was formed of the three parties by the National Bard for Economic and Social Development (Resolution of the Chairman of the Council No. 12 of 2022) to develop a work plan to implement the project, based on the results of the first part of the Libyan Society for Research and Development project "Towards Education Reform in Libya," which is concerned with assessing the current situation of the basic and secondary education stages, and the study on teachers prepared by the Ministry in cooperation with UNICEF and CfBT.

➢ Project objectives:

1) Preparing students to join the next stages of education and/or the profession according to the needs of the labor market in the twenty-first century.

2) Raising the competencies of teachers, school leaders and other human cadres working in schools to contribute to the implementation of the reform plan.

3) Building a safe, attractive school environment that stimulates learning and innovation, and providing high-quality services that meet the needs of learners and society.

4) Developing the capabilities of learners and teachers for self-learning, using technology, problem solving and innovative thinking.

5) Building modern curricula that meet the needs of learners and society in the twenty-first century.

6) Building the values of citizenship, national identity, responsibility, equality, excellence, and openness to other cultures among learners, teachers, and school leaders.

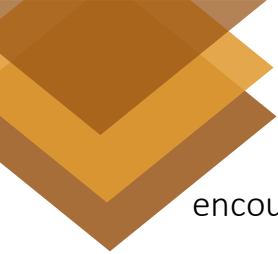7) Building effective partnerships between schools and various local community institutions.

➤ Project partners:

- Ministry of Basic and Secondary Education.

- Libyan society for Research and Development.

- A working group by the National Bard for Economic and Social Development.

- And everyone related to the project and its outputs.
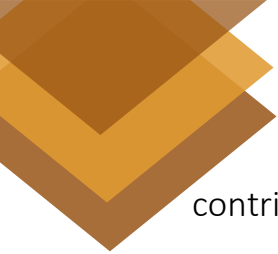
➤ Project outputs:

First: school environment

School environment is the most prominent factor in the success of the educational process and achieving the desired goals. The role of the school is no longer limited to Indoctrinating knowledge and information, nor is the role of the learner anymore limited to preserving and memorizing that information. Rather, the most important role of the school has become centered around caring for the growth of the learner's personality in all its aspects; Physical, mental, psychological and social, by providing him a healthy and sound environment and developing his abilities for sound thinking of all kinds; especially creative thinking, and solving the problems he faces in a sound and objective scientific manner, developing his positive inclinations and trends,

encouraging him to learn and achieve, teaching him social values and planting the spirit of cooperation and joint work. All of these aspects cannot be achieved by limiting the study of academic curricula and restricting the components of the educational process to a student, a teacher, and a curriculum, but rather through prevailed sound educational atmosphere and positive relationships between all employees in the educational institution, and between them and the learners and a successful school administration; keen to establish sound values, taking into account respect for every individual in the educational institution, monitoring his behavior, working to direct him towards achieving the goals of the educational process, encouraging learners to learn, preparing all conditions leading to creative and innovative thinking, taking the hands of all members of the educational institution and helping them to work cooperatively and integrate among themselves; So that the spirit of friendliness, harmony and joint work prevail for all employees, as well as learners to feel their value, respect and appreciation, away from fear and intimidation. In addition, there must be a decent school building in which all facilities, equipment, educational tools and techniques that assist and support the educational and learning process are available, as are available in the educational institution social services, guidance, counselling, psychological support for learners and comprehensive health care, so that the learner feels safe within the educational institution and that he is a human being with value and status, which motivates him to love the educational institution and desire to learn.

A safe and stimulating school environment for learning constitutes the foundation for improving the quality of teaching and learning, and contributes effectively to shaping the desired behavior among learners and consolidating lofty social values, thus forming a healthy, self-confident generation that belongs to its society and
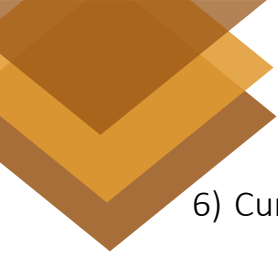
contributes to building it. This requires competent, well-prepared teachers, Scientifically and educationally aware of the impact of their behavior and dealings with learners, their colleagues, and all employees of the educational institution in shaping the behavior of their pupils and students, and providing an educational environment that is attractive and stimulating to learning, and a school administration that is aware, qualified and capable of providing a good environment that motivates everyone to purposeful cooperative work.

The current state of the school environment:

By analyzing the study results of the Libyan Society for Research and Development and other studies and reports, the team reached the following results:

1) There is a societal belief in the importance of basic and secondary education.

2) The presence of school buildings designed in a way that makes them capable of performing their tasks as an attractive school environment that stimulates learning, if the staff working in them are prepared and qualified to enable them to work on making these schools sound educational environments that establish normal behavior and desired human and social values.

3) The Ministry allocates operational budgets to schools, enabling them to address necessary needs, such as light maintenance, hygiene requirements, etc.

4) The presence of schools that have school laboratories, theaters, and playgrounds, and are connected to the public water and sanitation network. While a large number of schools lack this.

5) The presence of schools that have been maintained in terms of the buildings and need only to complete the facilities for activities, gardens, theater equipment, and health services units.

6) Current school buildings have many deficiencies to create an attractive school environment, in which staff and learners feel safe, comfortable, love school, and love learning.

7) Lack of attention to regular maintenance of school buildings, which has made a large number of these buildings lack the components that make them safe and attractive school environment for learners and staff.

8) Lack of attention to the regular cleaning of schools and their health facilities.

9) A large number of schools lack public activity facilities and rest areas such as equipped playgrounds, theaters, out-of-class activity halls, gardens, trees, and other requirements for an attractive school environment.

10) Weak sanitation services and means, and insufficient availability of water, especially potable water, which led to a low level of cleanliness of sanitary facilities in many schools.

11) The presence of multiple manifestations of violence, extremism, and sabotage in varying proportions in schools at the basic and secondary education levels.

12) Weakness in defining the tasks related to the role of the educational supervisor, and the lack of a clear vision among school principals in activating the role of educational supervision and its contribution to providing a safe school environment, that encourages learning, and the lack of clear criteria for selecting educational supervisors.

Second: School administrative leadership:

The world is witnessing rapid and successive global changes and a huge explosion in the revolution of knowledge, information and technology. Knowledge has no longer stopped at a certain level of development and sophistication. Educational systems and knowledge are changing and developing in order to keep pace with the changes

of the times and be able to influence others and be affected by them. There has been real development in the field of educational leadership and school administration in recent times, as many modern educational theories and methods have emerged in the field of school leadership and administration, because of the great importance they represent in developing the educational process. Research and studies indicate that administrative development is the core of any civilizational development. The development of Education is based on developing its administration. It is no longer a secret that many countries have turned to developing and modernizing Education by thinking about creating effective and trained educational leaders that suit the requirements of the modern era and are in harmony with the technological and social developments that the world is witnessing today. The educational process is characterized as a humanitarian process in all its dimensions and levels. It is a humanitarian activity that aims at achieving humanitarian goals, carried out by a social institution, and people benefit from it. Therefore, the leadership of the educational system dealing with the various dimensions of the educational process requires that educational leaders develop a method for how to lead and deal with people, so as to motivate them to exert the maximum effort they can, with conviction and satisfaction, when carrying out the role assigned to them. Educational leadership in the school represents the basis of success and excellence, and it is the main element for change and improving effectiveness in the school environment. This requires that the educational leadership, represented by the school principal, possess leadership skills and be familiar with the tasks and responsibilities assigned to him and the roles expected of him, so that he can be an efficient and effective educational leader and rise to the

occasion. His school and makes it an attractive environment for learning and achieves its goals.

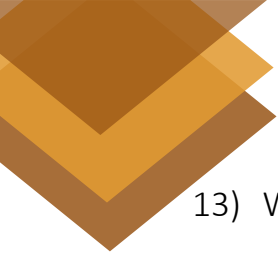## Current status of school administrative leadership:

In describing the current state of school administration, the team relied on the study of the Libyan Society for Research and Development and the survey it conducted. In describing the current situation, the team took into account the performance standards of the school principal, and worked to match them to the school administration in general; to identify the shortcomings, strengths and weaknesses. The standards are as follows: -

• First standard: The school principal's understanding of the objectives of the general education policy, and the systems and regulations governing the educational process.

• Second standard: The school principal cooperates with members of the school community in building a future scientific vision that leads planning and development processes

• Third standard: Adopting an educational school culture based on raising the level of learning and instilling cooperation among school members, including teachers, students, and parents.

• Fourth standard: Contributing to improving teaching and learning processes for all students.

• Fifth standard: The school administration's belief in the effectiveness and provision of safe educational resources, to create a sound educational environment.

• Sixth standard: Collaboration with teachers to communicate constructively with parents and community members, to achieve the school's goals.

• Seventh standard: Work with sincerity, justice and honesty in accordance with legal foundations and ethical principles.

• Eighth standard: Dealing with modern technology and information sources in a successful, functional manner to ensure the development of the school.

following are the indicators revealed from the results obtained by the study of the Libyan Society for Research and Development and the results of the field survey conducted by the team the:

1) Lack of criteria for selecting school principals.

2) Lack of involvement of good competencies in the field of school administrative leadership.

3) Lack of clarity in School principals' vision of their new roles.

4) The performance of the school principal is not commensurate with the requirements of roles in the current century.

5) Lack of use of modern technology tools related to means of communication and research about all what is new in the field of school administration.

6) Lack of incentives for the school principal.

7) Lack of financial allocations for schools.

8) Insufficiency of the school staff's evaluation system.

9) Weakness in programmed planning that works to solve problems between the principal and the educational administration

10) Lack of attention to informing teachers about effective methods of classroom management, and how to improve them.

11) Lack of involving parents in planning the educational process within the school and in school activities.

12) Assigning the teacher to teach subjects outside his field of specialization.

13) Weak cooperation of the school principal with members of the school community to build a future scientific vision that leads planning and development processes.
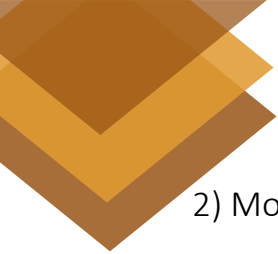
Third: The teacher and educational inspector:

A) The teacher:

The teacher is the most important element of the educational process. He bears the burden of educating and preparing young people, and guiding them to serve the requirements of society. When the teacher performs his educational duty fully, the educational process achieves its goal. This requires that the teacher be well prepared before he joins work, armed with the educational competencies necessary to teach, interact with learners, guide them and evaluate their academic achievement. This also requires that the teacher keeps pace with developments occurring in his field of specialization and in the educational field in general, by participating in training courses and ensuring his professional growth. On the other hand, this requires providing the authorities responsible for education, at the local and national levels, with the capabilities required by the teaching-learning process, such as textbooks, teaching techniques, laboratories, and school environment that is rich and stimulating for learning and achievement.

The current situation of the teacher

The study of the Libyan Society for Research and Development, based on the opinions of a sample of teachers, which numbered (5,351) teachers in various specializations, and focus groups on teachers' performance, provided many indicators about the current situation of teachers in basic and secondary schools, including:

1) The presence of a large number of (scientifically) well-qualified teachers.

2) Most teachers believe that there is a need to reform education.

3) Most teachers believe that there is a need to develop and follow modern trends in teaching and learning, and the importance of related training.

4) A percentage of teachers have not received educational qualification.

5) Teachers do not use computers and technology in the educational process; The study showed that only 8.8% of teachers use computers.

6) Poor level of teachers' performance.

7) Weak preparation of teachers in preparing for activities for outstanding or struggling students.

8) Inadequacy in training programs and their failure to include a large segment of teachers.

9) The vast majority of teachers are female.

10) The teaching profession lost the social status it had.

11) The majority of teachers agreed to apply a career ladder for teachers, progressing from a beginner teacher to a senior teacher and so on until a senior expert.

12) The majority of teachers believe that using educational technologies in teaching and providing a rich educational environment at school will contribute to improving the level of student achievement.

13) Some teachers' specializations no longer have a role in the educational process.

14) The majority of teachers teach their specializations, do not find difficulty in teaching the courses assigned to them, and teach classes with no more than 30 students.

15) Many teachers lack some of the teaching skills that a teacher should have.

16) Lack of teachers' participation in training courses.

17) The majority of teachers reported that they were not aware of the existence of a professional development plan for teachers.

18) The prevailing teaching methods are the recitation and discussion methods, and the absence of interactive teaching methods such as problem solving and cooperative learning.

19) Teachers' lack of use of educational techniques and teaching aids in general.

20) The majority of teachers reported that they assign students homework at least once a week.

21) Resources for teaching planning are limited to the textbook, the curriculum plan, and examination requirements.

b) Educational inspection:

Educational inspection is one of the important components of the educational and pedagogical process, as it is a cooperative technical service based mainly on human relations, provided by educational and pedagogical specialists with the aim of improving the teaching and learning processes. Thus, it is concerned with studying and evaluating all conditions that affect the educational process and all its elements, especially the teacher, being the primary element in leading and directing the educational situation. The tasks of educational inspection include follow up on the administrations of educational institutions in terms of implementing decisions, regulations and educational and administrative systems, implementing educational plans and curricula and their suitability for pupils and students at different stages with the aim of developing them, follow up on the conditions of school buildings and identifying their suitability for the educational process and the extent of its ability to respond to the activities of pupils and students And suggest ways to develop it.
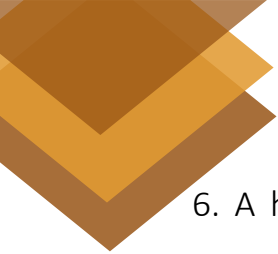
The Educational Inspection is also responsible for monitoring the performance of teachers, verifying the level of pupils and students, identifying their abilities and skills, contributing to examination work, in particular setting and approving questions and how to estimate their grades, and naming the teachers to be enrolled in courses to raise professional competence, refreshing and rehabilitation courses, and other relevant training courses, proposing its topics and contributing to its implementation.

The current status of the inspector:

The study of the Libyan Society for Research and Development, based on the opinions of a sample of inspectors, which numbered (468) inspectors in various specializations, provided many indicators about the reality of the inspector in primary and secondary schools, including:

1. There are non-educational specializations for educational inspectors or that are not compatible with the current education system, such as agriculture and engineering.

2. The presence of educational inspectors at the secondary level who hold special and general diplomas.

3. Most of the inspectors in the study sample believe that school administrations implement the directions and observations provided by the inspector during inspection visits.

4. Most inspectors believe that there is an approved structure for educational inspection in Libya, and that a specific system is applied.

5. The appropriateness of the manner in which educational inspection is carried out was moderate.

6. A high percentage of inspectors participate in discussion groups to exchange opinions with other inspectors.

7. The most important obstacles that affect the performance of educational inspectors, from their point of view, are the large number of schools and teachers assigned to inspect them, the long distances between schools, the difficulty of transportation, the lack of training courses, and the failure to implement the educational inspection regulations.

Fourth: Curricula, measurement and evaluation

The curriculum is the most important element of the educational process, especially since the curriculum is no longer separate courses of study, or vocabulary stuffed into the learner's mind for the purpose of testing him at the end of the year to determine the extent to which he has retained the information that was presented to him. Rather, it has become a set of educational experiences that the school prepares for its students with the intention of creating comprehensive and integrated growth in their personalities. This change in the concept of curriculum has psychological and philosophical backgrounds that develop with the advancement of science intellectually and technically, and with the changing requirements of the era, and the challenges of reality.

The purpose of measurement and evaluation is no longer merely issuing a judgment on the correctness of the learner's answer, but rather it is considered a method of inducing learning, intellectual and mental growth for learners, and shaping their values and attitudes.
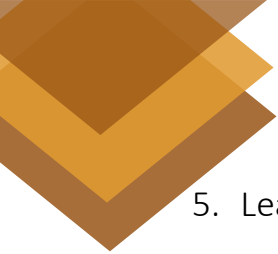
The current state of the curriculum:

The study of the Libyan Society for Research and Development was presented based on the opinions of a sample of teachers and inspectors, which numbered (5,351) teachers and (468) inspectors in various specializations, and focus groups on the curricula component, analyzing and comparing them with the viewpoints of teachers and inspectors in particular, provided indicators about the extent of the need of currently applied curricula, and the methods of measurement and evaluation to be reformed and developed, so that they meet the requirements of this era, the era of the knowledge economy, and technical progress that knows no bounds. A sample of textbooks and questions for the middle and secondary certificates were also analyzed, in addition to identifying the strengths, weaknesses, opportunities and challenges of education issues related to the components of curricula, measurement and evaluation.

Through describing and analyzing the results of the field survey conducted by the Libyan Society for Research and Development for the opinions of teachers and inspectors on the curricula currently taught, and through the findings of the results of the content analysis of (44) courses from all educational levels, three lists were prepared to analyze these courses with the aim of Knowing the level of inclusion of twenty-first century skills, it can be noted that the applied curricula:

1. Not in line with the nature of the times or the characteristics and requirements of the age stage.

2. Not compatible with the environmental, cultural and social reality of learners.

3. Does not contribute to the development of learners' higher mental abilities.

4. Does not take into account the interconnectedness, sequence, and integration of experiences, neither horizontally nor vertically.

5. Learners do not gain the life skills necessary to coexist with others and communicate effectively with them.

6. The method of implementing the curriculum does not encourage learners to self-learn and self-evaluate.

7. Limiting the evaluation to measuring the learner's cognitive achievement at its lowest levels.

8. The curriculum lacks formative assessment methods

9. Limiting curricula to the theoretical aspect and neglecting the practical aspect.

10. Neglecting approaches and methods for developing values and attitudes.

11. The curricula are not subjected to continuous evaluation and development processes.

12. A large percentage of those implementing the curriculum do not belong to the teaching profession.

13. The lack of scientific laboratories within schools that contribute to achieving the objectives of academic courses.

14. The lack of computer laboratories in schools that would link the practical with the theoretical in teaching computer subject.

15. The lack of audio labs that contribute to achieving the objectives of the English language course.

16. Low degree of inclusion of twenty-first century skills in school curricula.

The current status of measurement, evaluation and fixation

The current educational evaluation and fixation system is limited to final exams, or tests, and judging learners by success or failure. Therefore, the current evaluation system does not reach the level of fixation, but rather only evaluation, and it measures the student's abilities in one aspect of learning, which is the cognitive

aspect, and ignores the other aspects. This has been confirmed by many studies that dealt with examination methods, as they are the most common evaluation methods, and it was pointed out that these examinations clearly lack any form of higher thinking skills. The results of school examinations do not provide us with an accurate picture of the extent of the student's ability to practice Higher mental processes, and only measure the level of memorization and memorization, and are unable to demonstrate the student's mental abilities such as the ability to integrate information and apply it in life situations. In particular, it turns out that:

1. The evaluation methods used are stereotypical and often only care about cognitive achievement and neglect other aspects.

2. The applied evaluation system prompts the student to adopt the memorization method. It focuses on lower cognitive levels (remembering and memorizing), and does not measure the learner's ability to apply his understanding, knowledge, and information in life situations.

3. General certification exams do not measure many skills.

4. Imbalance in the distribution of exam questions at cognitive levels, and their emphasis on lower levels of thinking.

5. A lack of optimal preparation for teachers that enables them to become familiar with modern methods and approaches of evaluation (alternative evaluation methods), and teachers' ease with traditional methods as a result of being accustomed to them.

6. The absence of results of the international comparative evaluation related to diagnosing acquisitions in language and mathematics.

7. Decreased equality of opportunity among pupils/students as a result of problems of cheating and leak of exams.
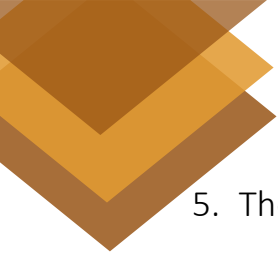
Fifth: Social worker and psychological counselor

A - Social specialist

School social service is an educational mission before it is a profession, and is thus a tool for developing the student, the group, and society through socializing the student, training him for life and positive human interaction, and providing him with experiences and cognitive aspects to prepare him for a better social life. In addition to modifying his behavior and giving him the ability to achieve proper social harmony, and helping him In identifying his aptitudes, abilities and inclinations, developing them and benefiting from them to the maximum extent possible, integrating with society in order to invest available human energies and motivate them to work constructively and linking the student to the local environment in a way that achieves social well-being. In this sense, school social service is a vital aspect of the educational process.

The current situation of the social specialist:

By describing and evaluating the current situation of social specialists based on the results of the studies reviewed by the team, the following results were reached:
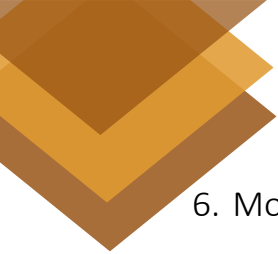
1. The majority of those who occupy the profession of social specialist are not specialists in the field.

2. The majority of social specialists, whether male or female, did not spend a sufficient period of time in training before engaging in the field of social work within educational institutions.

3. Failure to adhere to the specified number of social specialists in each school and the extent of their competence.

4. The lack of a designated place for social specialists to work with students and conduct interviews confidentially.

5. The lack of regular training programs to develop the capabilities of social specialists.

6. Assigning the additional work to social specialists within the educational institution, such as administrative work and other committees that are not among his duties.

7. Pupils and students do not understand the professional roles practiced by social workers, which hinders helping them find appropriate solutions to their problems.

8. Parents' lack of understanding of the role of the social worker.

9. School teachers do not cooperate with the social worker in completing his work.

10. School health programs are not well implemented in schools, lack of attention to the conditions that must be followed in school feeding, and lack of monitoring by the relevant authorities.

b) Social specialist inspector

The current situation of the social specialist inspector:

1. The percentage of social service specialists who are social inspectors is the highest among the members of the study sample.

2. There is a large discrepancy between social inspectors in terms of the number of specialists whom they supervise.

3. There is a large discrepancy in the number of schools that the inspector monitors.

4. Opinions vary regarding the social inspection evaluation criteria, in terms of their application and need for development.

5. Most social inspectors believe that the reports they prepare are important; they are widely used to evaluate performance and identify the most important problems facing education and to develop the work of social workers.

6. Most inspectors provide the social worker with the opportunity to provide his observations and suggestions.

C) The psychologist

Learners in the basic and secondary education stages are exposed to problems, behaviors, and psychological disorders that may affect their psychological and emotional development, and reflect negatively on the growth and formation of their personalities in later stages of life, which requires the school psychologist to create the appropriate conditions for sound and integrated growth and development, and to provide counseling services to support their psychological adaptation and adjustment during their studies. Its preventive, therapeutic and developmental guidance role is also of great importance, especially in reducing the negative changes that occur to them, in developing and strengthening the positive aspects, especially the emotional ones, and in diagnosing and treating the psychological and behavioral problems and disorders to which they are exposed.

Psychological counseling in times of crises is also one of the most successful means to overcome what students in general, and basic and secondary education institutions in particular, face within their educational institutions. Therefore, the absence of the role assigned to the psychologist during the Corona pandemic had a clear impact in closing our country's schools and delaying studies. Guidance work is considered one of the basic pillars of the modern school, as it helps the student understand himself, know his abilities and potentials, gain insight into his problems and confront them, and does not stop there; Rather, it seeks to develop his positive behavior, realize the strengths and weaknesses of his personality, help him act, develop his abilities and inclinations, and stay away from deviant extremist thinking, behavioral deviations, and the resulting disturbances, problems, and psychological
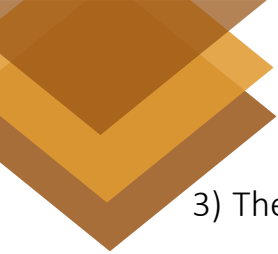
and social pressures that may make him depressed and withdrawn into himself, or resort to abnormal and aggressive behaviors.
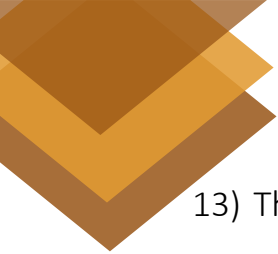
Students need guidance and counseling during their stages of development, which pass through critical periods, especially during their transition from home to school, from childhood to adolescence, and from adolescence to adulthood. These periods of transition are interspersed with conflicts, needs, problems, and psychological disorders, and therefore they need psychological guidance and counselling to pass these periods safely.

The current situation of the school psychological counselor

To evaluate the current situation of the school psychological counselor, two questionnaires were prepared: a questionnaire specifically for the psychological counselor to study his situation within basic and secondary education institutions, and the second about his role in providing developmental, preventive, and therapeutic services from the point of view of teachers and principals. They were applied to a random sample consisting of (882) individuals, including psychological counselors, principals, and teachers, distributed among most of the schools in the educational supervisories, with (4) schools in each educational supervisory. Two basic education schools and two secondary education schools, taking into account remote schools located far from educational supervisory centers. The study led to the following results:

1) The lack of a specific, clear vision for the school psychologist.

2) The school psychological counselor's poor level of commitment to the principles, values, foundations and ethics of guidance and consultation.

3) The school psychologist's poor level of awareness and knowledge of his field of scientific specialization, and the ability to employ knowledge and theories while practicing his profession.

4) The guidance plans and programs on which the school psychological counselor relies are not compatible with the modern trends of the entire psychological guidance process.

5) The low level of cooperation of teachers with psychological counselors in implementing treatment plans for behavioral problems and disorders of learners in educational institutions, and even if it exists, there is no harmony and consistency between them.

6) There are no offices for psychological counselors in most educational institutions, which hinders the performance of their work.

7) The presence of large numbers of psychological counselors who are not qualified in the field.

8) There are no plans to provide psychological support for people with special needs (disabled, gifted, and superior students).

9) There is a shortage and overcrowding of psychological specialists in some Libyan cities due to their poor distribution among educational institutions.

10) There is no guide to evaluating the performance skills of psychologists in basic and secondary education schools.

11) There is no position as a psychological guidance supervisor in the Education Supervisories to follow up on the work of school psychologists.

12) Most principals, teachers, and parents do not understand the work of the school psychologist.

13) The quorum assigned to the school psychologist rises up to more than (200) students.

14) The absence of training programs for psychological counselors.

15) The presence of obstacles related to the personality of the psychologist.

16) Lack of availability of financial capabilities and sources of support related to and necessary for the guidance process.

17) Some psychologists are not aware of their tasks, which opens the way for assigning them other tasks that take them outside the context of their work.

18) There is confusion in the roles played by both the psychological counselor and the social specialist.

19) Psychological counselors lack practical experience in applying psychological tests.

20) The lack of psychological tests and standards in schools to diagnose the psychological problems and disorders suffered by students in educational institutions.

➢ Conclusion:

1. The National Bard for Economic and Social Development adopted a project to reform basic and secondary education in Libya, as a first stage for reforming education at all levels, in cooperation with the Ministry of Education and the Libyan Association for Research and Development.

2. The National Bard for Economic and Social Development formed a working group (Decision of the President of the Council No. 12 of 2022), between the three parties, to develop a work plan to implement the project, based on the results of the first part of the Libyan Society for Research and Development's project "Towards reforming education in Libya", related to assessing the current situation for the basic

and secondary education levels, and on the "study of teachers" prepared by the Ministry in cooperation with UNICEF and CfBT.

3. The work teams submitted several reports (3-4 reports for each team) that included the results of their work on the first four tasks assigned to them, in addition to the studies they conducted to complete aspects they deemed necessary to cover (psychological counseling - curricula - administrative leadership).

4. The work teams undertook the completion of their fifth and final task, which is proposing the necessary solutions and treatments for the reform and development of the elements and their implementation plan, and preparing the final report thereon.
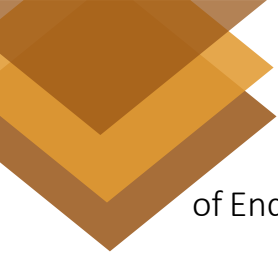
5. A methodology for preparing final reports for the work teams was agreed upon, which facilitated the preparation of the final project report.

6. The project committee submitted a proposal to the Director General of the Council to organize a workshop to discuss the results of the evaluation and the executive plan for the reform at the end of September 2023, including the objectives of the workshop, those targeted for participation, and an initial program for it.

Through the report, which included an assessment and review of the reality of issues that concern citizens in Libyan society from several aspects; social, economic, political, and cultural, and an analysis of the survey results, several solutions and treatments were proposed to reduce the effects of these issues, including:

1. Conducting in-depth research studies on the outputs and results of the opinion polls in all aspects.

2. Formulating a strategic vision to raise the level of awareness and understanding among citizens and spread the values of volunteerism and participation through combined efforts of relevant government institutions such as the General Authority

of Endowments, the Ministry of Education, the Ministry of Social Affairs, the Ministry of Justice, the Ministry of Culture, the Media Authority and civil society organizations.

3. Adopting a comprehensive strategic vision for economic and political reform.

4. Activating the role of all types of media in promoting values and morals, spreading community awareness, and combating alien cultures and behaviors that are inconsistent with the ethics and behaviors of our conservative society.

5. Working to address the problem of unemployment by supporting development and production projects, encouraging investment and small and medium enterprises, and promoting a culture and mentality that is productive instead of consumerist.

6. Accelerating consensus on the constitutional path and accelerating elections path in order to achieve the principle of peaceful transfer of power and reach a state of political and security stability in the country.

7. Working to combat administrative and financial corruption, reducing the widespread waste of public money, taking into account rationalization of spending, and working to integrate the state's sovereign institutions.

8. Activating the role of media and cultural centers to enhance Arab and Islamic identity and culture, pay attention to talents, and open spaces that enable them to refine their talents in an effort to create a generation capable of building a better future.